

Lawrence County
Lawrence County High School
School Leadership Assessment Report



03/18/2012 - 03/23/2012



School Leadership Assessment Executive Summary

Lawrence County High School

Lawrence County School District

3/18/2012 - 3/23/2012

Lonnie Cook, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Lawrence County High School during the period of 3/18/2012 - 3/23/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal has not held all teachers accountable for consistently delivering rigorous and high quality instruction to all students.
Next Steps	The principal should review all implemented strategies to ensure instructional practices in every class include high expectations, student centered activities and assessments that reflect rigor and higher order thinking. All teachers should have current and relevant training to provide students with opportunities and instruction in developing products that reflect analysis, synthesis, and evaluation of content from multiple sources. All learning activities should focus on eliminating achievement gaps in all student populations and enable every student to learn at proficient levels.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not include all stakeholders in the school improvement process to increase student achievement.

Next Steps	The principal should develop and implement initiatives to produce a school environment welcoming to all stakeholders. The principal should expand efforts to intentionally recruit parents and community members to be actively involved in school activities. The principal should develop and implement initiatives to involve all school community stakeholders (i.e., families, community and business members) in the educational process. These stakeholders should be continually recruited as volunteers, tutors or mentors in the school to enhance student learning. All stakeholder groups should be involved in school planning and decision-making.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal does not coordinate all programs and services for reducing the barriers to student learning.
Next Steps	The principal should coordinate the efforts of all programs and services aimed at reducing the barriers to student learning. He should continue to monitor student support programs (e.g., Extended School Services, Youth Services Center, guidance program, school nurse, academic interventions, Advisor Advisee) within the school to ensure programs are meeting students' intellectual, social, emotional and physical needs. The principal should focus on the integration of student programs to prevent overlaps or gaps in services to students. The principal and district leadership should actively investigate the large number of homebound students and declining school enrollment due to homeschooling. The principal should expand efforts to increase attendance and graduation rates. All stakeholder groups should be active partners in ensuring that all students graduate college or career ready.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal has not developed personal organizational skills to complete all administrative tasks in a timely manner.

Next Steps	The principal should develop the organizational skills to identify, prioritize, plan, and accomplish short-term and long-term tasks. He should clarify the “non-negotiables” in each area: coordination of programs, interactive communication, effective resource management. All programs should be monitored for coordination and completion, and evaluated for impact on school improvement. Communications should be clear, feedback should be timely, and results should be focused on personal accountability for himself and others. The principal should seek guidance from the state and district leadership to maximize the use of all fiscal resources.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal has not implemented financial planning processes to ensure the most effective, efficient and equitable use of resources to address student needs.
Next Steps	The principal should create a finance committee to monitor, evaluate and revise the use of resources to sustain continuous school improvement, particularly after the termination of the federal School Improvement Grant. The committee, including staff, parent and community stakeholder members, should meet regularly to review financial information and resource requests and to create short- and long-term strategies for funding, including grants and external partnerships. The committee should be involved in developing the annual budget and should receive monthly expenditure reports.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The principal has not developed a comprehensive plan to ensure that technology is an integral part of instruction.
Next Steps	The principal should collaborate with the district to immediately develop a 21st century technology plan with resources equitably provided to all teachers and research-based, best practice training provided for all staff. The principal should monitor to ensure that all teachers are integrating technology into instruction and resources are made accessible for student use to enhance their learning experience.
School Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
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Lawrence County High School
KDE 2012 School Leadership Assessment Report
At-a-Glance

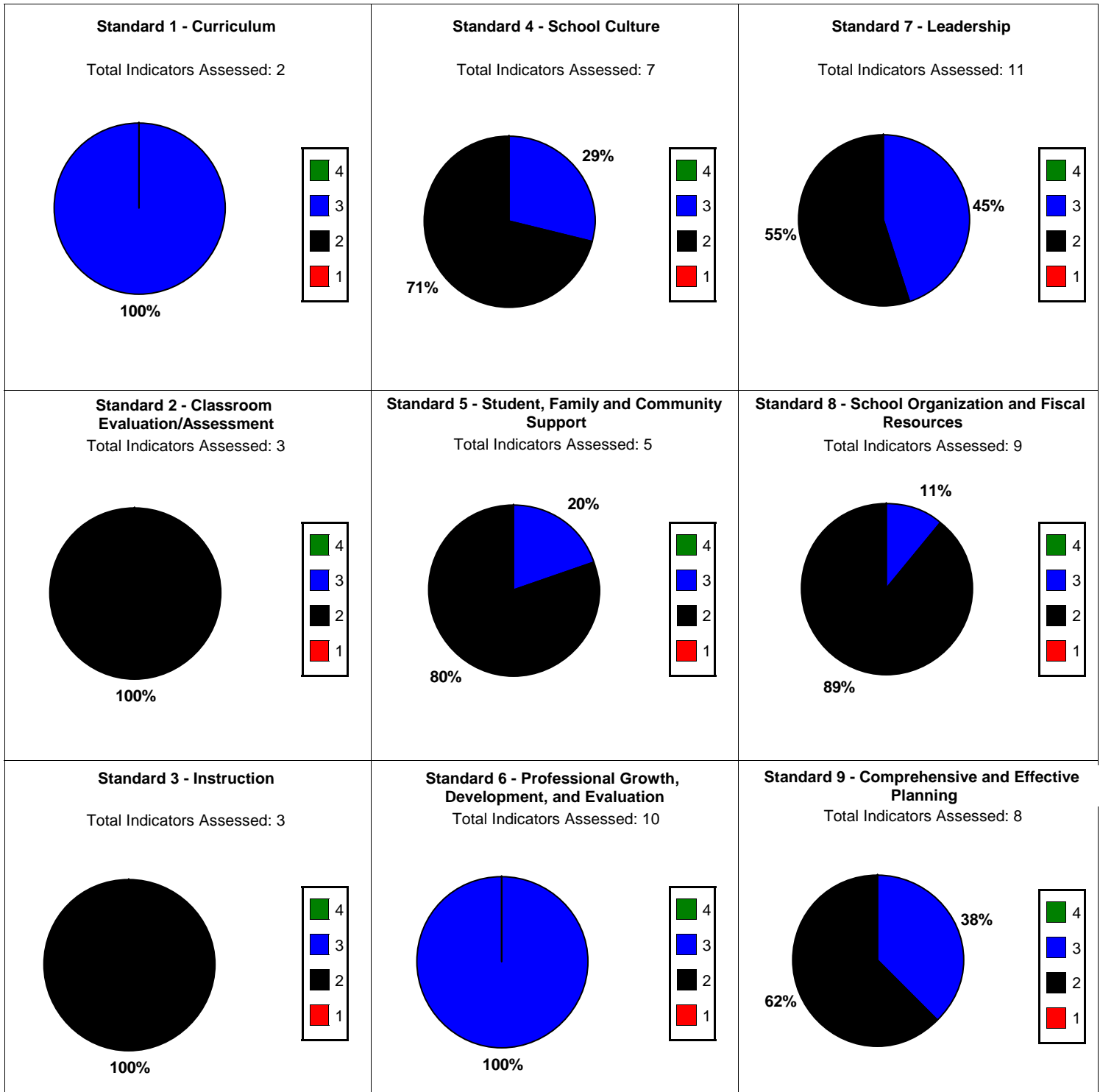
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Lawrence County - Lawrence County High School

<p>Standard - 1 - Academic Performance</p> <p>Curriculum</p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment</p> <p>School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency</p> <p>Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance</p> <p>Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment</p> <p>Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p>Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance</p> <p>Instruction</p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</p> <p>Professional Development</p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p>Professional Growth and Evaluation</p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning</p> <p>Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p>Implementation and Documentation</p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

Blue 3- Fully functional and operational level of development and implementation

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

The school leadership assessment report contains many important findings the school should consider. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.

Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.

Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Kentucky Department of Education
School Leadership Assessment Summary Report
Lawrence County High School
Lawrence County School District

3/18/2012 - 3/23/2012

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Lawrence County High School during the period of 3/18/2012 - 3/23/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations 47 and formal interviews and informal discussions with teachers 50, students 90, parents 28, Family Resource/Youth Services Center staff members 1, central office personnel 6, support staff members 20, assistant principals 2, counselors 2, community 7 and the principal.

The school leadership assessment team utilized the Standards and Indicators for School Improvement, The Missing Piece of the Proficiency Puzzle, classroom observations, stakeholder interviews and a portfolio of school records during this visit. All collected data were considered in the development of the report. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The Co-chairpersons of the team were Joy Stinnett Waldrop - District Administrator and Sandy Swann - Building Administrator. The other team members were Fran Salyers - Higher Education Representative, Gayle Musgrave - Teacher, Dee Ann Newton - Teacher, Shelia Underwood - Teacher, Mariann Harlan - Teacher, Ruth H. Webb - Parent, Bernice Bates - Educational Recovery Specialist.

Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

- Standard 1:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, course syllabi, curriculum documents, curriculum maps, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, master school schedule, professional development records, samples of student work products, schedule for co-curricular offerings, school mission, belief and vision statements and School Report Card data

Interviews with central office staff, classified staff, curriculum resource specialist, district leadership, parents, principal and teachers

Observations of classrooms, computer lab and hallways

Performance Rating 3

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

In the June 2011, Lawrence County Schools had seven days of professional development (The Big Seven) to develop a curriculum document that focused on transition points. The teachers from Lawrence County High School met with teachers in their content area across all grade levels K-12. The teachers developed curriculum documents that included common assessments, pacing guides, syllabi, curriculum maps, and units of study. The work was a vertical and horizontal alignment of curriculum, assessment and instruction. Discussions about district curricular issues are addressed by the Lawrence County Instructional Leadership Team that meets throughout the year. The members of this team inform school instructional leadership teams of all changes and new initiatives. This process is under construction. Two follow-up days of professional development are scheduled at the end of the 2011-12 school year to make adjustments to the curriculum documents if needed.

- 1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

The school council authority has been transferred to the superintendent. The principal ensures the curriculum is being implemented in a consistent manner through professional learning communities that meet weekly. The principal provides a master schedule that allows for most content groups and freshman academy teachers to have common planning time. The principal reviews lesson plans for content and assessments. The principal has organized teams to assist with the monitoring of the curriculum. Professional learning

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 3

communities review assessments to provide teachers with quality assessment tools to improve student learning. Data is reviewed from different sources including classroom student work and performance on various assessments. The results of these meetings are then reported to the school administration team. The recommendations for curriculum implementation are passed on to the school instructional leadership team which shares changes with teachers during professional learning community meetings.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should ensure the continuation of curriculum conversations and expand them across all grade levels in all content areas including career and technical education.

Resources:

Carr, J. F. & Harris, D.E. (2001). Succeeding with Standards: Linking Curriculum, Assessment and Action Planning. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2

O'Shea, Mark R. (2005). From Standards to Success. Alexandria: VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of attendance records, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, school mission, belief and vision statements, school Web pages and Student Performance Level Descriptors

Interviews with assistant principal, central office staff and teachers

Observations of cafeteria, classrooms and hallways

Performance Rating 2

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

The school council authority has been transferred to the superintendent. The principal has identified formative assessments as a non-negotiable. Most teachers frequently use formative assessments to measure student learning. Common assessments were developed for most content areas in May 2011, as part of the district curriculum alignment process with Kentucky Core Academic Standards and Quality Core standards. School leadership completes regular walkthroughs and weekly reviews of lesson plans to ensure teachers are using formative assessments aligned to the learning targets. A variety of assessments (e.g., exit slips, four corners, odd one out, projects, written tests, quizzes, oral questions, organizers, brochures, constructive responses, presentations) are used to determine students' mastery of the content. However, all teachers do not always design assessments that require students to use higher-order thinking to ensure continuous student progress.

- 2.1d Test scores are used to identify curriculum gaps.

Teachers analyze the results of common assessments administered in their classrooms using the district's teacher data analysis protocol. During content professional learning community meetings, teachers share their findings, identify test questions needing changes and determine instructional implications. This process includes some discussion leading to the identification of gaps in the curriculum. Student assessment data (e.g., Kentucky Interim Performance Report, Measures of Academic Progress report, No Child Left Behind report, PLAN, ACT) is collected and managed but not regularly analyzed for curriculum gaps. Professional development days in May are scheduled for refining and revising the curriculum and common assessments across the district. Few opportunities for families or

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

other stakeholders to participate in analysis of student achievement data are planned or organized.

- 2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Teachers do not consistently use performance descriptors to define and communicate what students need to do to be proficient when completing assignments and assessments. In some classes prior to starting work, students are made aware of the performance standards for assignments and assessments. Some teachers use rubrics (e.g., teacher- made, Quality Core, Kentucky scoring guides) and provide students with models of proficient work. Limited samples of proficient student work are posted in classrooms or hallways; some posted work is outdated, without standards or rubrics. Performance standards are not prominently displayed in most classrooms.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should ensure teachers display proficient student work along with rubrics and standards in their classrooms and common areas of the school building.

The principal should require teachers to design formative and summative assessments that demand higher-order thinking and reflect rigor. He should use walkthroughs and the lesson plan review to ensure regular use of rigorous and challenging assessment tasks.

Resources:

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2001). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. (1998). Educative Assessment: Designing assessments to inform and improve student performance. San Francisco, CA: Jossey-Bass.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, faculty meeting agenda, Kentucky's Core Content for Assessment, professional development records, roster of teaching assignments, rubrics, samples of student work products, school mission, belief and vision statements and TELL survey

Interviews with central office staff, classified staff, community members, curriculum resource specialist, district leadership, parents, principal and teachers

Observations of classrooms, computer lab, hallways and media center

Performance Rating 2

- 3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Teachers use a limited variety of differentiated instructional strategies (e.g., partner work, games, technology, projects, research) to engage students in learning. Most teachers rely on teacher-directed instruction that does not actively engage students. The principal has identified learning targets, formative assessments, differentiation and the daily lesson plan date as non-negotiables for instruction. Some teachers differentiate instruction to address the learning styles and multiple intelligences of students. Teachers received training on Mike Rutherford's Learning Centered Schools which addresses rigor; however, some teachers do not use questions that require students to think at high levels.

- 3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

The curriculum documents provide teachers with instructional strategies and learning activities that are aligned with school and state learning goals. Walkthroughs are done by the district and school leadership to monitor instruction. District walkthroughs emphasize three areas: teacher observations, lesson plan review and student interviews. Teachers are provided immediate feedback by email. School leadership walkthroughs focus on the four non-negotiables (i.e., clear learning targets, formative assessments, differentiation and daily lesson plan date). The principal provides specific feedback to teachers in a timely manner. Some teachers engage students in completing tasks that are similar to state assessments.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

The school council authority has been transferred to the superintendent. The principal expects teachers to use technology for instructional purposes, but the integration of technology is not monitored to determine the impact on student achievement. The school purchased thirty iPads and thirty Mac Pads through the school improvement grant, but all teachers do not take advantage of these resources. The principal has altered the cell phone policy to encourage students to access technology tools for educational purposes. Some teachers use technology as a part of their instruction; however, it is seldom used to enhance student learning.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should develop a process to monitor the instructional practices of all faculty. Instructional practices should be less teacher-centered and more student-centered. Leadership should provide frequent, effective and on-going support to faculty to ensure that all instructional practices are research-based, best practice and aimed at narrowing or eliminating achievement gaps in all student populations.

The principal should ensure that adequate 21st Century Technology is available to all students and staff. Professional development for the use of technology in research-based and best practice instructional strategies should be provided for all staff. Technology resources should be made more accessible for student use to enhance their learning experience to create products that reflect analysis, synthesis, and evaluation of content from multiple sources.

Resources:

Fullan, M.G., Hill, P. & Crevola, C. (2006). Breakthrough. Thousand Oaks,CA:Corwin Press.

Marzano, R. J. (2003). What works in Schools: Translating Research into Action. Alexandria, VA: Association of Supervision and Curriculum Development.

Whitaker, T. (2004). What Great Teachers Do Differently. Larchmont, NY: Eye on Education.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of classroom displays, comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, eWalk data, Extended School Services Schedule, facility inspection reports, facility work orders, Family Resource Youth Services Center documentation, fire marshal reports, health department inspection reports, job descriptions, lesson plans/units of study, master school schedule, newspaper clippings/press releases, organizational charts, school mission, belief and vision statements, school newsletter, school visitors register, school Web pages, school/district safety plan, student discipline reports, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, teacher portfolios and trophy cases

Interviews with assistant principal, classified staff, community members, counselor, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, principal, school leadership and teachers

Observations of cafeteria, classrooms, common areas, computer lab, hallways and media center

Performance Rating 3

- 4.1a There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

The school council authority has been transferred to the superintendent. The physical structure of the school provides a safe learning environment. However, architectural design of the school includes twenty- seven outside entrances. Several measures have been implemented to address school safety and security (e.g., locked doors, six surveillance cameras, sign-in and sign-out logs, visitor passes). The principal ensures that periodic inspection records (e.g., fire alarms, fire prevention, health department) are current. Emergency procedures (e.g., fire drills, tornado drills, earthquake drills, lock-down drills) are conducted as required. Evacuation routes are posted in most classrooms. Emergency procedures are not posted in classrooms. Currently, emergency procedures are e-mailed prior to a safety drill. The principal assigns teachers to monitor student behavior in hallways and common areas before and after school. The principal has initiated the Kentucky Center for Instructional Discipline's Positive Behavior Intervention System which emphasizes "Respect, Responsibility, Ready." Each student receives a handbook at the beginning of the school year. The handbook includes an attendance policy, classroom rules, and disciplinary responses for misconduct (e.g., classroom disruptions, computer misuse, defiance of authority, tardies to class or school). A confirmation of receipt for the handbook is to be

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 3

returned to the first period teacher with parent and student signature. Some classroom disruptions occur because of intercom announcements and phone calls sent to the teachers during instructional time. Announcements are made at the beginning and end of the school day. Learning environment data are regularly collected through various means (e.g., TELL survey, opinion surveys) and analyzed to provide a safe and healthy learning environment. However, parents are not routinely surveyed.

- 4.1f The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

The school council authority has been transferred to the superintendent. The master schedule is created by the principal with input from the guidance counselors. Measures of Academic Progress scores are used to assign students to math and English classes. The principal intentionally assigns students in math classes to teachers whose expertise best matches their unique learning needs. Student schedules may be changed after a review of a teacher's recommendations and student needs. Some evidence exist of intentional grouping (e.g., freshman academy, credit recovery, Advanced Placement, Lawrence County Systems of Intervention) to provide additional instruction to meet the needs of students. Students with Individual Education Plans are placed in programs that are intended to meet their unique instructional needs (inclusion, resource room); however there is a general lack of relevance and rigor.

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- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

The principal communicates a commitment to high expectations for student learning; however, all students do not have access to instruction that demands academic rigor, higher order thinking, and problem solving. The principal's focus on continuous improvement in student learning is demonstrated by implementation of academic interventions (e.g., Extended School Services, credit recovery, math and reading intervention) for students who are not performing at proficiency and by celebrations for students who excel. The principal provides few opportunities for family members to understand student achievement goals and school improvement efforts (e.g., freshman orientation, open house). The principal has not communicated to families and the community their roles and responsibilities in the successes and failures of each student. The principal provides common planning time in the master schedule for most content areas to meet as professional learning communities to focus on student learning. The principal does not provide opportunities for all teachers to observe colleagues who are implementing effective instructional strategies for the purpose of increasing student achievement.

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

The principal does not always ensure the participation of all certified and non-certified staff members in formal decision-making regarding teaching and learning (e.g., development of school improvement plan, budget, technology plan); however, most certified staff participate in professional learning communities and make informal decisions concerning teaching and learning (e.g., lesson plans, formative assessments, individual professional development).

- 4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

The principal has recently developed a formal communication plan and is in the process of communicating its components to all stakeholders. The principal communicates with the staff (e.g., e-mails, weekly faculty meetings, professional learning communities). The school communicates with parents (e.g., phone conversations, automated calling system, midterm reports, report

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cards, Infinite Campus Parent Portal). School information is disseminated to stakeholders through multiple communication tools (e.g., school and district websites, local radio and television stations). The Youth Services Center distributes the Bulldog Bulletin to inform parents of upcoming events and student recognition (e.g., space camp, college credit opportunities, A and B honor students). The communication plan is partially implemented.

- 4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

The principal celebrates student academic successes (e.g., attendance, honor roll, Governor's Cup, senior salute, Measures of Academic Performance scores, Kentucky Core Content Assessment scores); however, most recognition is informal (e.g., banners, posters with student names, slushies, Hard Work Cafe) and takes place at the school. Formal recognitions (e.g., academic pep rallies, articles and photos in the online newspaper, Bulldog Bulletin) began second semester this year to recognize student achievement and performance. Some opportunities (e.g., school web page, flyers, Bulldog Bulletin newsletter, automated phone system, Open House) are identified and planned to include families and community members in celebrations of student achievement and school improvement efforts. The principal uses community and business partners (e.g., Coca-Cola, Wal-Mart, Taco Bell) in sponsoring school events. No formal plan has been developed to share student academic achievement regularly and publicly with all stakeholder groups.

- 4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

The Youth Services Center director addresses the impact of physical, cultural and socio-economic barriers that affect student learning by partnering with local organizations (e.g., community churches, UK extension office, Lawrence County health department, Rotary Club, Appalachian Missions, Children Incorporated) for donations, services and programs. The principal has not developed a formal procedure for introducing of new students or for student referrals to the Youth Services Center. Presently, the Youth Services Center director collaborates with elementary Family Resource Centers and the middle school Youth Services Center directors and uses the Angel Tree recipient list to identify students and families for services. Other referrals for services are made by individual faculty and parents. District leadership has

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not provided diversity training, but some job-embedded training (e.g., Ruby Payne, Dr. Anthony Muhammad) has been provided by the Educational Recovery Staff and school staff. The principal provides opportunities for teachers to learn instructional strategies and practices that are successful with students who have low motivation for academic success (e.g., professional learning communities, Target Program, district resource teachers). The principal does not have a formal plan, but provides opportunities (e.g., Drafted Advisor-Advisee, freshman transition “name and claim”) to identify adult mentors for students. The principal makes an effort to recruit a diverse highly-qualified staff through screening applicants on file, as well as surveying regional administrators and educational recovery staff for possible recruits.

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The principal and district leadership should identify differences (e.g., physical, socio-economic, cultural) that define the population of Lawrence County High School. Dialogue between school and district leadership should include discussions of cultural differences and responsiveness. The principal and district leadership should develop a plan with staff and other stakeholder groups (e.g., families, students, community and business members) to recruit and retain a culturally diverse staff knowledgeable in reducing barriers to student learning and promoting student success.

The principal should fully implement the communications plan. This plan should ensure two-way communication among school staff, families and community and business members. The principal should develop procedures that address methods of communication, purpose, frequency, intended audience and documentation. The principal should monitor components of the plan to ensure procedures are being followed.

Family, business and community members should be engaged and trained as partners to plan and implement substantive work to improve student achievement for all students at the high school. The principal should conduct parent and community culture and climate surveys to collect and analyze learning environment data for consideration in the school improvement planning process.

Resources:

Conzemius, A. & O'Neill, J. (2001). Building Shared Responsibility for Student Learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Kentucky Center for Instructional Discipline, Mike Wafford (502)-564-9671 - <http://www.kycid.org/>

SISI Toolkit Standard 4. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%204/Standard%204%20By%20Standards.htm

Southwest Educational Development Laboratory - Online Module for Family and Community Involvement. <http://www.sedl.org/learning/>

Title I, Part A, Parent Involvement Handbook. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/District+Planning+Assistance+-+Title+I/Parental+Involvement.htm

Zmuda, A., Kuklis, R. & Kline, E. (2004). Transforming Schools, Creating a Culture of Continuous Improvement, Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, community involvement programs, comprehensive school improvement plan, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Individual Learning Plans, Infinite Campus Reports, list of co-curricular offerings, newspaper clippings/press releases, report cards/progress reports, school newsletter, school Web pages, student handbook, student/parent/staff handbooks, yearbooks and TELL survey

Interviews with classified staff, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, principal, school nurse, students and teachers

Observations of cafeteria, classrooms, common areas and hallways

Performance Rating 3

- 5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

The principal ensures that students' cumulative records are current and maintained in locked file cabinets. Special education records are monitored for compliance. Infinite Campus is used for record keeping. Parents have access to Infinite Campus with use of Parent Portal. The principal expects teachers to post grades weekly to Infinite Campus. Students' individual learning plans are monitored for completion by the guidance counselors. Parents are notified about individual learning plans and Infinite Campus Parent Portal through the school Web site and during summer registration.

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Performance Rating 2

- 5.1a Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

School council authority has been transferred to the superintendent. The principal recently established a school advisory committee which includes a variety of stakeholder groups. Students are given midterm reports to take home and report cards are mailed home every nine weeks. The principal encourages staff to maintain a teacher contact log. The log, housed within Infinite Campus, allows teachers to record parent contacts as well as teacher comments on individual student's work and behavior. Parents are invited to attend some school events (e.g., open house, Free Application for Student Aid workshop, Senior Awards Night) and the principal encourages attendance to some events with incentives (e.g., chili supper, door prizes). Parents are informed of these activities through the school Web site, Bulldog Bulletin, Levisa Lazer, local access channel 16, and Coca-Cola banners; however, few parents attend most events. A Parent Teacher Student Association has not been established. Formal procedures for resolving concerns, filing complaints and making suggestions are outlined in the Lawrence County Schools Student Code of Conduct. The Youth Services Center staff has programs (e.g., Angel Tree, Bridge Days, Children Incorporated program) and services (e.g., school supplies, clothes closet) in place to ensure student readiness for school. The principal has formed an Advisor Advisee period held twenty-five minutes one day per week to provide students with an adult to support their continuous academic progress. The principal has procedures to monitor student attendance and with district leadership guidance has formed a Truancy Diversion Program to provide counseling, assistance and continued monitoring of students habitually truant. The dropout rate has decreased and attendance has improved; however, 10% of students have ten unexcused absences or more this year and are considered truant. Attendance and truancy continue to be a barrier to student learning.

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

The school council authority has been transferred to the superintendent. The principal provides Extended School Services through several venues. Representatives from core content areas tutor before and after school providing homework help, test make-up, enrichment and remediation for students needing additional help. This service is available to all students. A

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daytime waiver provides for two part-time intervention teachers who each work three hours weekly with either sophomore reading or junior math students based on students' grades, Measures of Academic Progress and PLAN scores. A summer school credit recovery program (A+ Program) is provided for students who have failed a class (with a 40% to 57% score), and a three day intercession is offered to students who lack three or less percentage points to pass a class. An Extended School Services nine week credit recovery program (A+ Program, Jefferson County on-line classes) is offered after school throughout the school year. All students who receive Extended School Services are required to fill out a referral form and parents receive notice of each student's involvement. In addition, students receive assistance through Lawrence County System of Interventions. Students receive interventions in reading and math Monday through Thursday during a twenty-five minute Advisor Advisee period. A Response to Intervention reading teacher assists some students during their elective classes and an AmeriCorps tutor works with students needing extra help in math. Referrals for these interventions are based on ACT, Measures of Academic Progress and PLAN scores. A credit recovery class is also offered during the school day to assist students failing a class or transfer students who require additional classes. The Youth Services Center provides several support services (e.g., clothes closet, school supplies) and activities (e.g. Children's Incorporated Program, Angel Tree) to remove barriers to learning. The Youth Services Center director collaborates with several community agencies (e.g., Lawrence County Extension Office, Lawrence County Health Department, Appalachia Youth Arts Collective) to further promote student assistance. Some guidance counseling services (e.g., academic counseling, financial aid and scholarship awareness, scheduling, testing) are provided to assist students; however, guidance services do not always support and facilitate student achievement by reducing barriers to learning. The principal provides numerous support programs to assist students; however, he does not intentionally monitor to ensure that these systems are integrated to prevent gaps and overlaps in services to students.

- 5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

The principal has not ensured all teachers have received training to identify students with special learning or behavioral needs. An informal process is in place to refer students to the Youth Services Center and school counselors. However, some students and parents have voiced that they do not feel welcome in the guidance department. Pathways mental health services are

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offered to students as needed and most referrals are made through the guidance department and the Youth Services Center. A school nurse is available four days per week and a formal procedure for referral is followed. If the nurse is unavailable, the office staff is trained to dispense medications and administer first aid. The principal has not established a formal procedure for evaluating students who transfer to the school. He expects school counselors to enroll these students into appropriate classes and teachers to monitor their progress and acclimation to school. The Youth Services Center supports students by providing supplies and clothing to students in need and creating student programs (e.g., Bridge Days, Children Incorporated program). The principal has implemented a daily twenty-five minute Advisory Advisee period with one day per week designated to provide students with an opportunity to establish a positive personal relationship with a teacher who can provide adult advocacy.

- 5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

The principal has not established formal procedures for re-engaging all students estranged from school. The principal expects that students returning from homebound or alternative school will be monitored by classroom teachers, guidance counselors and other support staff. The principal supports several programs (e.g., community-based work transition program, cooperative education, dual credit Morehead State University, dual credit Ashland Community Technical College, Advanced Placement, peer tutoring, Certified Nursing Assistant) that support learning beyond the curriculum. Co-curricular activities (e.g., Distributive Education Clubs of America, Future Business Leaders of America, Health Occupation Students of America, Family Community Career Leaders of America, Skills USA) are offered to enhance student learning and leadership.

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Standard 5 **Student, Family and Community Support**

The principal should develop and implement strategies to produce a school environment welcoming to all stakeholders. The principal should expand efforts to intentionally recruit parents and community members to be actively involved in school activities. The principal should develop and implement initiatives to involve all school community stakeholders (i.e., families, community and business members) in the educational process. These stakeholders should be continually recruited as volunteers, tutors or mentors in the school to enhance student learning. All stakeholder groups should be involved in school planning and decision-making. Interactive communication between school staff and families should be a main focus of the school's effort in improving student achievement.

The principal should continue to expand current strategies to improve student attendance and persistence to graduation. The principal should solicit business and community members' input on effective strategies and incentives to encourage student attendance. All stakeholder groups should partner to ensure that all students earn a high school diploma and are college or career ready.

The principal should continue to monitor student support groups within the school (e.g., Youth Services Center, guidance counselors, school nurse) to ensure programs are provided that meet students' intellectual, social, and physical needs and allow them to successfully participate in the entire curriculum. The principal should focus on integrating student programs to prevent overlaps or gaps in support services to students.

Resources:

Barr, R. & Parrett, W. (2006). The Kids Left Behind. Bloomington, IN: Solution Tree.

Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). Bridges Out of Poverty. Highlands, TX: Aha! Process, Inc.

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Standard 6 **Professional Growth, Development, and Evaluation**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, employee handbooks, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, lesson plans/units of study, professional development records, professional resource materials, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school profile, School Report Card data, staff development agenda, state statute and regulation and teacher portfolios

Interviews with assistant principal, classified staff, curriculum resource specialist, parents, principal, students and teachers

Observations of cafeteria, classrooms, common areas, computer lab, hallways and media center

Performance Rating 3

- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

All teachers are required to complete twenty-four hours of professional development annually. The district provides comprehensive training for all new teachers through the Training and Resources for Growing Excellent Teachers program (TARGET). This program is a component of the Lawrence County Certified Personnel Evaluation Plan, and all teachers are required to actively and consistently participate in the professional development offerings. Evaluators also use the TARGET program to provide additional training for staff who need specific support for improvement. Some staff members attend additional professional development to update their content knowledge or may be asked by the principal to participate in content specific trainings based on classroom observations. Professional development is delivered prior to starting the school year, during designated days throughout the year, and embedded into weekly professional learning community meetings. The principal encourages teachers to participate in leadership roles (e.g., department chairs, school instructional leadership team, resource teachers, coaches) and provides professional development as needed for them to acquire the necessary skills to assume those responsibilities. Classified staff members participate in appropriate professional development

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Performance Rating 3

training (e.g., safety and crises management, learning styles, autism training).

- 6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

The district and school instructional leadership teams collaborate to plan and implement multi-year professional development opportunities (e.g., formative assessment, using clear learning targets, Gifted Students Services Plans, 13 Learning Principles). The job-embedded training builds on the previous year's work of increasing instructional competency. Professional learning communities provide job-embedded professional development for improving professional practices to motivate students to higher levels of learning (e.g., Connecting Kids with Disabilities to the Curriculum, Positive Behavior Interventions and Support, Literacy Strategies, Using Data for Decision Making). The district provides PD360 as a tool for continuous design of professional development opportunities to meet individual student and staff needs.

- 6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Professional development priorities are aligned with school improvement plan goals for student learning, individual professional growth goals, and evaluation observations and conferences. The district and school instructional leadership teams regularly monitor and provide feedback to teachers regarding their implementation of skills learned during professional development. Strategies are in place that are intended to ensure all teachers alter their classroom practices to meet student learning needs, but some teachers are not yet demonstrating a commitment to using research-based, rigorous and differentiated instructional strategies proven to engage students in high levels of learning.

- 6.1e Professional development is on-going and job-embedded.

The principal and school instructional leadership team strive to create a culture of high expectations for individual and group professional growth. Weekly professional learning community meetings ensure staff members have on-going opportunities to share, learn and reflect on instructional strategies that will positively impact student achievement. Teachers are continuously provided on-going and job-embedded opportunities to enhance their professional practices through district and school training sessions,

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PD360 and within the professional learning communities.

- 6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

The district and school instructional leadership teams use data from a variety of sources (e.g., No Child Left Behind, ACT, Measures of Academic Progress, common assessments, student work, classroom observations) to determine needs for future professional development activities before they are approved. The impact of professional development on staff instructional practices and student learning is monitored through quarterly district team walkthroughs in every classroom and weekly walkthroughs by the school administration team. Feedback to teachers is digitally delivered immediately following the observation using email and Observation 360 formats. Results of district and school walkthrough observations are used to determine the impact on staff behavior of past and current professional development before planning for future trainings. Approval and funding for proposed professional development activities are validated through connections to student learning goals in the district and school improvement plans and through classroom observation data.

- 6.2a The school/district provides a clearly defined evaluation process.

The Board of Education approved the district certified evaluation plan June 29, 2011. It was approved by the Kentucky Department of Education July 1, 2011. The principal follows the district evaluation plan and explains the process to staff within one month of their employment. Lawrence County is designated as a pilot district for the revised Kentucky Professional Growth and Evaluation System. Training for using the revised system was provided by Kentucky Department of Education in November 2011.

- 6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

Professional development funds are expended according to the School Improvement Grant which requires funds be used to provide staff with multiple opportunities for high quality, on-going, job-embedded and differentiated professional development. The professional development expenditures are focused on intentional, rapid and substantial improvement of student outcomes and graduation rates. District and school instructional leadership teams collaborate to deliver multiple and varied professional

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development opportunities as identified through data review, observations and conferences.

- 6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

The principal uses the certified evaluation process to improve staff proficiency for meeting current and future student needs. Growth plans are completed according to the requirements of the district evaluation plan. The principal expects staff members to use student performance data and feedback from walkthroughs, observations and formative conferences to target specific teacher standards for growth. The goals and activities must also reflect school improvement goals for student learning. Staff members submit individual professional growth plans to the evaluator for input and approval. The evaluator and staff member conference and collaboratively review and revise the growth areas prior to final approval. Individual growth plans are continuously updated as needed to ensure connections to individual staff and school improvement goals.

- 6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

The principal ensures that personnel evaluations meet the requirements of state statute and regulations. The principal implements a personnel evaluation system that includes multiple observations, opportunities for coaching and feedback and individualized strategies for improving teaching practices to result in improved learning for all students.

- 6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

The district is piloting the revised Kentucky Professional Growth and Evaluation System. In November, 2011 the Kentucky Department of Education trained district and school personnel evaluators on implementation of the new evaluation system. The principal and assistant principals follow the District Certified Evaluation Plan and are transitioning to the Kentucky Professional Growth and Evaluation System to document staff progress toward meeting the goals identified in individual professional growth plans. Through the use of timely feedback from observations, appropriate suggestions for professional development and coaching on instructional strategies, the principal ensures the evaluation process provides teachers the

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guidance and support they need to make desired changes in behavioral and instructional practices.

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The principal should develop a sense of urgency among school staff and district administrators to collaboratively implement all tools included in the Certified Employee Evaluation Process for ensuring that all teachers demonstrate in their classroom practices a commitment to the research-based, rigorous and differentiated instructional strategies on which they have been trained. Rigorous student engagement in challenging learning activities for all students every day should be a non-negotiable for all instructional staff.

Resources:

Guskey, T. R. (1999). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press, Inc.

“Guidelines for Closing the Gaps for All Students” authored by the Commissioner’s Raising Achievement/Closing Gaps Council, November 2011, Kentucky Department of Education, www.education.ky.gov

Leaders of Learning: How District, School and Classroom Leaders Improve Student Achievement. Robert J. Marzano, Richard DuFour. Solution Tree Press, 2011. Bloomington, Indiana 47404. www.solution-tree.com

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, class rosters, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, employee handbooks, examples of school to home communications, Extended School Services Schedule, facility inspection reports, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, lesson plans/units of study, master school schedule, organizational charts, professional resource materials, protocols for analyzing student work, roster of teaching assignments, rubrics, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school communications plan, school financial reports, school improvement planning team meeting minutes and agenda, school newsletter, school Web pages, staff extra-duty schedule, student academic records, student discipline reports, student/teacher ratio, teacher portfolios, trophy cases and TELL survey

Interviews with assistant principal, classified staff, community members, curriculum resource specialist, parents, principal, students, teachers and volunteers

Observations of cafeteria, classrooms, common areas, computer lab, hallways and media center

Performance Rating 3

- 7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

The principal collaborates with multiple groups (e.g., Lawrence County turnaround team members, school administration team, school instructional leadership team, professional learning community teams) to regularly and continuously analyze student performance data (e.g., Measures of Academic Performance, EXPLORE, PLAN, ACT, student failures, Kentucky Performance Report). Programmatic changes (e.g., student schedule changes, addition of resource and intervention classes, Advisor Advisee) result from these data analyses. Teachers use the data to analyze student mastery of key concepts and to reflect on next steps in instruction. Achievement data is available to parents through mailings and Infinite Campus Parent Portal.

- 7.1c There is evidence that all administrators have a growth plan focused on the

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development of effective leadership skills.

The principal collaborates with district leadership to develop his growth plan focused on the development of effective leadership skills from the Interstate School Leaders Licensure Consortium standards and the goals of leading a turnaround school model. The principal meets with district leadership formally and informally multiple times during the school year and the growth plan is monitored and revised to identify progress on individual goals. The principal collaborates with each assistant principal and each guidance counselor to develop a growth plan for each of them focused on developing the skills required to fulfill job specific responsibilities. Professional development is provided to enhance each component and these growth plans are collaboratively reviewed and revised to reflect growth in the specific skills.

- 7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

The principal collaborates with multiple groups (e.g., Lawrence County turnaround team, school administration team, school instructional leadership team, professional learning communities) to disaggregate student performance data (e.g., Measures of Academic Performance, EXPLORE, PLAN, ACT, Kentucky Performance Report) to identify achievements gaps within the student population. The results are shared with certified staff in faculty meetings and with core content professional learning communities. Further analysis of data led by facilitators (e.g. district resource teacher, team leaders) occurs in professional learning communities. These analyses and reflections do not always identify the changes needed in instructional practice or the root causes that impede all student groups (e.g., students with disabilities, gender, socio-economic, gifted and talented) from reaching proficiency. The school instructional leadership team uses feedback from professional learning communities to develop strategies and design activities for inclusion in the school improvement plan. The plan is systematically monitored and updated every 30 days.

- 7.1e Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

The principal ensures that staff members have access to curriculum

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documents required to teach Kentucky's current curriculum. Selected teachers attend the professional development on Quality Core curriculum and provide training in professional learning communities for core content teachers. Online resources from the School Improvement Network are available for staff development. A district-led initiative, Training and Resources for Growing Excellent Teachers (TARGET), ensures teachers new to the building and other selected teachers are provided with current data, curriculum programs, and instructional practices to improve teacher effectiveness. The district and school leadership conduct multiple walkthroughs and provide timely feedback on the use of curriculum resources. All curriculum resources are not always used effectively to ensure that instruction results in all students performing at a proficient level.

- 7.1j There is evidence that the SBDM council has an intentional focus on student academic performance.

The school council authority has been transferred to the superintendent. The principal, in collaboration with district leadership, has developed policy and procedures to demonstrate an intentional focus on student academic performance. Multiple groups (e.g., Lawrence County turnaround team, school administration team, school instructional leadership team) collaborate to develop plans (e.g., school improvement plan, Quarterly Report, walkthrough observations with feedback, Training and Resources for Growing Excellent Teachers (TARGET), agendas with minutes) designed to collect, analyze and monitor the school's organizational and instructional capacity. These plans are reviewed weekly or monthly and changed as needed to increase their impact on goals for student performance. Few stakeholders participate in the school's instructional planning processes.

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Standard 7 **Leadership**

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7.1a Leadership has developed and sustained a shared vision.

The principal collaborated with the certified staff to develop a mission statement in the summer of 2010. The school adopted the vision statement developed by district leadership. The principal incorporates the vision and mission statements in discussions with all staff and publishes them in newsletters and school publications. This provides the focus for instructional decisions. The principal did not involve students, parents, or community members in the development of the mission statement. Belief statements are not evident.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

The principal developed a master schedule with common planning time for core content teachers and career and technical teachers. Teachers meet weekly in professional learning communities to discuss curriculum issues (e.g., syllabi, curriculum units, formative and summative assessments, pacing guides, student work) and submit an agenda with minutes to the school instructional leadership team documenting the work. Job-embedded professional development led by trained facilitators is provided during professional learning community meetings. The principal and assistant principals attend most meetings and provide instructional and curricular input. Faculty meeting agendas include items that are organizational and instructional. Some efforts have been made to decrease classroom interruptions (e.g., intercom announcements, phone calls, students leaving the class). The principal does not ensure that teachers maximize time for instruction (e.g., bell to bell instruction in all classrooms, Advisor Advisee time).

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

The principal, school administration team and school instructional leadership team monitor and modify instructional programs and embrace continuous school improvement as a high priority. The principal and administration team collaborate with the Youth Services Center to provide resources (e.g., clothes, supplies, parental assistance, home visits, AmeriCorps) needed to reduce some barriers to learning. After the recent tornado, the school community came together to help those in need. Staff members and students helped on-

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site with clean up; food and supplies were collected and delivered to tornado victims. Carpentry class members used activity funds to purchase roofing supplies. The principal has not ensured that all programs (e.g., counseling services, Extended School Services, school nurse, Youth Services Center) are coordinated in a unified effort. Although most teachers indicate they have sufficient supplies and materials, allocation of resources (e.g., technology, textbooks) is not widely understood or implemented in an equitable manner. The budgeting process does not allow for collaboration with key stakeholders. Barriers to learning (e.g., truancy, attendance, drop-out rate, home bound students, home school students) negatively impact student achievement.

- 7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

The school council authority has been transferred to the superintendent. The principal developed an organizational flow chart listing all administrative and support personnel and their responsibilities and uses this infrastructure (i.e., people, roles and responsibilities) for implementation of a safe and effective learning environment. The School Administrative Manager is responsible for the organizational functions of the school which allows the principal to focus his time on instructional issues. A record of required safety drills (e.g., tornado, fire, evacuation) is kept. Evacuation routes are posted in most classrooms, but emergency procedure flip charts are not evident. Maintenance and technology requests are submitted to the district electronically but are not always resolved in a timely manner. The school follows the district Positive Behavioral Interventions and Support program. The principal has not ensured that all staff members fully understand and implement the classroom management system.

- 7.1i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

The school council authority has been transferred to the superintendent.

- 7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

During the past two years, the principal has implemented strategies that have improved school culture, enhanced professional growth of staff members, and

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decreased discipline issues of students. He develops personal relationships with students and calls them by name. He consistently makes academic decisions by identifying what works best for students and then creating structures to accomplish the goal of the academic decisions through extensive intervention opportunities. He provides professional development opportunities and holds staff accountable through growth plans, using corrective action plans as necessary. He developed an organizational flow chart to identify staff roles and their responsibilities to manage the school operations and he delegates accordingly. He has improved the management of his time commitments but still needs to focus on developing the organizational skills necessary to complete short-term and long-term tasks on time. The principal does not actively invite and involve all stakeholders to become partners in the work of removing barriers that impede continuous school improvement. The principal has not optimized and coordinated the use of all fiscal and human resources to maximize student academic achievement. He listens to suggestions from district and state leadership and starts the process to correct the deficiency. He invited the staff to complete a perception survey identifying his strengths and weaknesses and has started the process to improve communication. Most staff and parents understand his dedication to students and accept his unwavering philosophy of student support. He is perceived as someone who can lead the school toward continuous school improvement.

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The principal should monitor to ensure all teachers and staff accept their roles and responsibilities in the success or failure of all students. The principal and staff should refuse to allow outside barriers to interfere with student achievement and should lead discussions with all stakeholders to identify the root causes that impede all student groups from reaching proficiency.

The principal should actively involve all stakeholders to participate in the educational process at Lawrence County High School. Representatives from stakeholders groups should be involved in school planning and decision making through a committee structure. Interactive communication between staff and parents should be a main focus of the school's efforts to ensure college and career ready students.

The principal should ensure that all teachers use all curriculum resources effectively to provide bell to bell instruction with rigor and relevance. The walkthrough format should be expanded to include collecting data on the implementation of instruction that requires thinking at the application, analysis, synthesis, and evaluation levels.

The principal should ensure that all programs are coordinated in a unified effort to reduce overlaps and gaps in services to meet the needs of all students. The principal should develop the organizational skills to identify, prioritize, plan, and accomplish short-term and long-term tasks (e.g., resource management, communication, coordination of programs) on time.

Resources:

Blankstein, A. M. (2004). Failure is Not an Option. Thousand Oaks, CA: Corwin Press.

DuFour, R. and Eaker, R. E. (2005). On Common Ground. Bloomington, IN: National Educational Service.

DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283

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Marzano, R. J. (2003). What works in schools: translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.

Stone, R. & Cuper, P. (2006). *Best Practices for Teacher Leadership*. Thousand Oaks, CA: Corwin Press.

Whitaker, T. (2006). *What Great Principals Do Differently*. Larchmont, NY: Eye on Education.

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Standard 8 School Organization and Fiscal Resources

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, categorical program financial reports, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district technology plan, Extended School Services program overview and data, Extended School Services Schedule, faculty meeting agenda, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, master school schedule, media materials and inventory, needs assessment data, school budget and allocations, school calendar with motivational and celebratory events, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, student/teacher ratio and Title 1 program plan

Interviews with central office staff, classified staff, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, media specialist, parents, principal, students and teachers

Observations of cafeteria, classrooms, common areas, computer lab, hallways and media center

Performance Rating **3**

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

The school's mission is "We will create a positive learning environment where all students can learn at high levels and have a successful life." Class offerings are selected to meet state graduation requirements and student interests, and to prepare students for postsecondary education and careers. The master class schedule provides for seven class periods, plus a twenty-five minute Advisor Advisee (AA) class each day. Four days each week the AA period is to be used for additional math or reading learning activities, and the fifth day the AA period is used for advising or mentoring. Fifty-minute class periods do not always provide optimal time for quality instruction and completion of student projects and performances (e.g., science labs, music performance). Some teachers work together to enable students to move between classes to complete assignments (e.g., an advanced student may spend two class periods with one teacher to complete a project to meet a deadline, and make-up missed classwork). The schedule accommodates differences in the amount of time students need to master content (e.g., three

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semesters to complete integrated algebra or geometry courses, double class periods for some career and technical classes).

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- 8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

The principal has not developed protocols and responsibilities for the efficient and effective allocation of all resources. Staff members know he will make every effort to identify resources for instructional needs on an individual basis, but with the exception of a \$1,500.00 budget for technology administered by the media specialist, and \$200.00 allocated to each teacher for classroom supplies, staff have little or no input in planning how the school budget is spent. The principal has not put in place procedures for systematically evaluating the effectiveness of resources (e.g., technological tools in the classrooms, software programs for intervention), but he does attempt to investigate their effectiveness before making a purchase by enrolling in pilot or trial implementations. The principal and several school staff members obtain external support by developing relationships with community partners, such as advisory group members for career and technical education programs and for the Youth Services Center, who lend their expertise as well as resources to enhance school programs. Active athletic booster organizations raise funds and plan activities to improve the school's athletic teams. Dataseam has donated several computers to the school and sponsored a competition for space-themed documentary films. The principal acknowledges corporate donors with a banner in the school foyer.

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- 8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

The school council authority has been transferred to the superintendent. The principal has initiated some procedures to match staff talents with student needs as identified by performance data (e.g., creating a "hot list" of students who need intervention, regrouping students in math classes, and assigning students to teachers for Advisor-Advisee (AA), based on PLAN, ACT and Measures of Academic Progress scores). Some of these assignments have not been successful matches, as some teachers have not been prepared to use AA time effectively. Some special education collaboration is meeting the unique needs of students with disabilities, while other collaborative teachers are not fully engaged in instruction.

- 8.1d There is evidence that the staff makes efficient use of instructional time to

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maximize student learning.

The school council authority has been transferred to the superintendent. The school district has adopted Positive Behavior Interventions for Support (PBIS) as its behavioral management plan, and the principal encourages teachers and administrators to implement the plan. The expectations of PBIS “Respect, Responsible, Ready” are posted in most classrooms. Most teachers efficiently prepare their students for instruction and manage discipline to minimize distractions; however, not all teachers engage students in learning from bell to bell.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

The principal and school instructional leadership team facilitate professional learning communities for most faculty to work together in core content area teams during common planning periods. Freshman academy faculty meet in a separate professional learning community. Professional learning community meetings are focused on analyzing student work and common assessment results to improve instruction. They are guided by the goals of the school improvement plan. District leadership provided for seven days of professional development in June 2011 during which high school, middle school and elementary school faculty planned together to align the curriculum vertically. The principal has not provided time for horizontal collaboration between core content teachers and career-technical education teachers to make curriculum connections.

- 8.2a The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The school council authority has been transferred to the superintendent. The school no longer has a budget committee, and teachers, parents and community stakeholders are not included in the budgeting process. The principal submits a budget for Section 6 per-pupil funds based on previous year expenditures, reserving a sum for the purchase of at least five computers each year. The principal negotiates with district leadership to meet staffing needs within the district’s staffing allocation formula. Declining school

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enrollment has resulted in lower Support Educational Excellence in Kentucky funding each year since 2008. The federal School Improvement Grant funding is targeted to math and English instruction; therefore, resources are limited for teachers and classrooms other than math and English.

- 8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

The school council authority has been transferred to the superintendent. The principal proposes a school budget to the district leadership which complies with the requirements for discretionary funds. Because discretionary funds have been in decline for several years, the principal's budget decisions are based on preserving the most staff positions possible and reducing staff strategically based on student performance data. Teaching positions for math and English and language arts are prioritized. Funding for the school improvement plan has primarily been through the federal School Improvement Grant (a 3-year grant) rather than state discretionary funds.

- 8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

The school council authority has been transferred to the superintendent. The principal evaluates most resource requests based on the school improvement plan, because most available funds are federal School Improvement Grant funds and their use is restricted by the terms of the grant. Resource requests for other funds are not systematically evaluated based on priority needs (e.g., requests for technology tools are not based on a school technology plan). The principal does not have a plan to ensure equitable distribution of resources.

- 8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

The principal was hired after the federal School Improvement Grant budget was developed in 2010. The grant is the primary source of funds for innovation, staff development, additional staff for reading and math interventions, and technology hardware and software for three years ending June 2013. While other funds are appropriated to the school from state,

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federal and local sources (e.g., EduJobs, Title II, Title VI, Individuals with Disability Education Act, state professional development, Safe Schools, state vocational funds, federal technology grant), the principal has little input into the budgets for those funds. Some of these resources are paying school staff salaries. The district has not provided the principal a clear explanation of all categorical funds available to the school. The principal is unable to maximize the benefit of these resources for school improvement. The principal is beginning to put practices in place to monitor and analyze the impact of expenditures.

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The principal should create a finance committee with representation from all stakeholder groups (e.g., students, staff, family and community) to develop and implement financial planning processes and to create a working budget. The planning process should include seeking input from all stakeholder groups regarding needs and opportunities to enhance student learning; identifying all available local, state, federal and private resources, both discretionary and targeted, to address the identified needs; assuring that all staff and students have equitable access to resources; and seeking external grants and partnerships to fill budget gaps. The principal should coordinate resources to maximize their impact, and build local capacity to continue programs and practices initially funded by the School Improvement Grant. The finance committee should be actively engaged throughout the school year to monitor and evaluate the use of resources, address unbudgeted funding requests, and revise the budget as necessary.

The principal and school instructional leadership team should investigate and adopt advanced technology which expands learning (virtual learning) and extends limited financial resources (e.g., online texts and materials). Faculty and students in all content areas, including career and technical education, should be fully included.

Resources:

Miles, Karen and Frank, Stephen. *The Strategic School: Making the Most of People, Time and Money*. Corwin Press, 2008.

Reallocating Resources for School Improvement. Center for School Reform and Improvement, 2009 (<http://www.centerforcsri.org/pubs/reallocation/>).

Rethinking School Resources. www.educationresourcestrategies.org/documents/rethinking-resources.pdf.

Adams, Jacob. *Smart Money: Using Education Resources to Accomplish Ambitious Learning Goals*. Harvard Education Press, 2010.

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Standard 9 Comprehensive and Effective Planning

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, comprehensive school improvement plan, eWalk data, faculty meeting agenda, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, lesson plans/units of study, organizational charts, school communications plan, school mission, belief and vision statements, school Web pages, teacher portfolios and school perception survey

Interviews with assistant principal, classified staff, community members, parents, principal, students and teachers

Observations of cafeteria, classrooms, common areas and hallways

Performance Rating **3**

- 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

The principal, school administration team and school instructional learning team collect, manage and analyze assessment data from multiple sources (e.g., Measures of Academic Progress, EXPLORE, PLAN, ACT, Kentucky Interim Progress Report, classroom walkthroughs, attendance and failure records, TELL survey, graduation rates) as part of the school planning process. The school administration team developed the current school improvement plan based on data analysis and updates it periodically based on new data. The principal communicates the plan updates to staff via the school instructional leadership team, professional learning communities, email and KY-cloud.

- 9.5c The means for evaluating the effectiveness of the improvement plan are established.

The principal and the school administration team use a variety of data (e.g., failure reports, attendance, TELL survey, Measures of Academic Progress scores, classroom observation data) to assess progress toward achievement of the goals in the school improvement plan. The principal ensures that professional learning community teams review the “Big Rocks” for school improvement periodically. The facilitators report completion of the activities and progress toward goals to the school administration team. The principal and the school administration team complete quarterly reports for the purpose of monitoring the strategies and activities of the plan. These reports are sent to the Educational Recovery Director and on to the Kentucky Commissioner of Education. Quarterly reports are also sent to district leadership and school

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Performance Rating 3

staff to communicate the effectiveness of the plan on student achievement.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

The principal, school administration team and the school instructional leadership team frequently review data (e.g., teacher self-assessments, walkthrough reports, failure rate and attendance reports, formative and summative assessments, professional learning community minutes) to measure the impact of strategies and activities in the school improvement plan. The results of these reviews are used to provide feedback and coaching to teachers and to monitor their growth plans and the impact on student achievement. Classroom monitoring is frequent and consistent, but the principal does not always ensure that the feedback from the observation has the expected impact in all teacher classroom instructional and behavioral practices.

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Performance Rating 2

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

The school mission “We will create a positive learning environment where all students can learn at high levels and have a successful life” was developed in collaboration with the school staff on opening day of 2010. Representatives from other stakeholder groups (e.g., parents, community, students) were not involved. A large banner with the mission statement hangs in the entry of the school and is posted in most classrooms. The district has adopted the vision “100% College and Career Ready.” This vision guides decision making in the school and is visible throughout the building, on the school Web site and school documents.

- 9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

The principal ensures that most content teachers participate as members of professional learning communities. These teams choose a facilitator and the facilitators are members of the school instructional leadership team. The principal, school administration team and the school instructional leadership team gather and analyze data (e.g., Kentucky Interim Progress Report, ACT, PLAN, Measures of Academic Progress, formative assessments, walkthrough data, attendance, failure rate) to identify perceived strengths and limitations of the instructional and organizational effectiveness of the school. The facilitators take the information from their meetings directly to the faculty through the professional learning communities, and it is used to complete status checks on previous action plans of the group. The principal does not collect perception data from stakeholder groups (e.g., families, community members) regarding the instructional and organizational effectiveness of the school.

- 9.6a The plan is implemented as developed.

The principal and the school administration team revised the 2010-11 Year 1 school improvement plan and created the 2011-12 Year 2 school improvement plan on August 26, 2011. The principal and school administration team members meet biweekly to review and analyze the school improvement plan “Big Rocks.” Members bring evidence related to their specific “Big Rock” to determine the implementation level. The school administration team determines next steps for the school instructional

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leadership team to use in developing action plans for the meetings of professional learning communities. The principal emails the updated plan to all faculty members. Each school instructional leadership team member is assigned to a content area and presents next steps to teachers in professional learning communities. Each professional learning community implements the action plan assigned to their committee. Some faculty members are not involved in professional learning communities. Other stakeholder groups (e.g., faculty members, families, students, community and business members, classified staff) were not involved in the development of the school improvement plan.

- 9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

The principal, school administration team, school instructional leadership team and teachers in professional learning communities collect and review various data (e.g., EXPLORE, PLAN, ACT, Measures of Academic Progress, school developed common assessments, walkthrough documentation) to compare and track student performance levels at the end of each testing session. Professional learning community teams collect school improvement plan completed checklists, copies of lesson plans and student work samples for teacher evidence binders as artifacts for meeting the school improvement plan goals. The principal has an online tool to monitor the analysis of the collected walkthrough data to determine impact on classroom instructional practices and student performance.

- 9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

The principal has led the school improvement effort in the last two years by challenging the status quo in how teachers and staff work together for the purpose of improving student learning. The principal accepts responsibility for school improvement goals through various venues (e.g., principal evaluation surveys, Educational Recovery Staff coaching, School Administration Manager data collection, teacher evaluations, professional learning communities, daily lesson plans, frequent classroom walkthroughs with feedback, conferences with staff and students, communication of learning expectations to students). Representatives of all stakeholder groups (e.g., parents, community members and teachers) are not always actively recruited, engaged and empowered as decision-makers in the continuous improvement process.

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The principal should implement procedures to ensure all stakeholders (e.g., teachers, students, families, classified staff, community representatives) are meaningfully involved in decisions about continuous school improvement. All teachers should be brought into the professional learning community process.

Resources:

Critical Conversations: Tools for Talking When Stakes are High by Kerry Patterson

The 21 Irrefutable Laws by John Maxwell

Good to Great by Jim Collins

What Great Principals Do Differently by Todd Whitaker

Classroom Management That Work by Robert Marzano

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Summary of Next Steps:

The principal should review all implemented strategies to ensure instructional practices in every class include high expectations, student centered activities and assessments that reflect rigor and higher order thinking. All teachers should have current and relevant training to provide students with opportunities and instruction in developing products that reflect analysis, synthesis, and evaluation of content from multiple sources. All learning activities should focus on eliminating achievement gaps in all student populations and enable every student to learn at proficient levels.

The principal should develop and implement initiatives to produce a school environment welcoming to all stakeholders. The principal should expand efforts to intentionally recruit parents and community members to be actively involved in school activities. The principal should develop and implement initiatives to involve all school community stakeholders (i.e., families, community and business members) in the educational process. These stakeholders should be continually recruited as volunteers, tutors or mentors in the school to enhance student learning. All stakeholder groups should be involved in school planning and decision-making.

The principal should coordinate the efforts of all programs and services aimed at reducing the barriers to student learning. He should continue to monitor student support programs (e.g., Extended School Services, Youth Services Center, guidance program, school nurse, academic interventions, Advisor Advisee) within the school to ensure programs are meeting students' intellectual, social, emotional and physical needs. The principal should focus on the integration of student programs to prevent overlaps or gaps in services to students. The principal and district leadership should actively investigate the large number of homebound students and declining school enrollment due to homeschooling. The principal should expand efforts to increase attendance and graduation rates. All stakeholder groups should be active partners in ensuring that all students graduate college or career ready.

The principal should develop the organizational skills to identify, prioritize, plan, and accomplish short-term and long-term tasks. He should clarify the "non-negotiables" in each area: coordination of programs, interactive communication, effective resource management. All programs should be monitored for coordination and completion, and evaluated for impact on school improvement. Communications should be clear, feedback should be timely, and results should be focused on personal accountability for himself and others. The principal should seek guidance from the state and district leadership to maximize the use of all fiscal resources.

The principal should create a finance committee to monitor, evaluate and revise the use of resources to sustain continuous school improvement, particularly after the termination of the federal School Improvement Grant. The committee, including staff, parent and community stakeholder members, should meet regularly to review financial information and resource requests and to create short- and long-term strategies for funding, including grants and external partnerships. The committee should be involved in developing the annual budget and should receive monthly expenditure reports.

The principal should collaborate with the district to immediately develop a 21st century technology plan with resources equitably provided to all teachers and research-based, best practice training provided for all staff. The principal should monitor to ensure that all teachers are integrating technology into instruction and resources are made accessible for student use to enhance their learning experience.

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In Conclusion:

The members of the Lawrence County High School Leadership Assessment Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Leadership Assessment Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education:

_____ Date: _____

I have received the leadership assessment report for Lawrence County High School.

Principal, Lawrence County High School

_____ Date: _____

Superintendent, Lawrence County Schools

_____ Date: _____

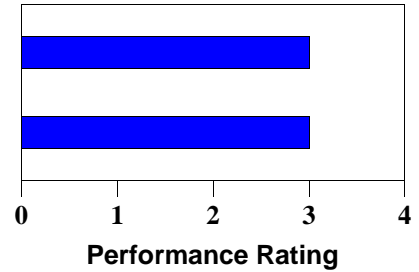
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1.1 Curriculum

Academic Performance

- 1.1d Evidence of vertical communication, intentional focus on key curriculum transition points**
- 1.1f Systematic process for monitoring, evaluating and reviewing curriculum**

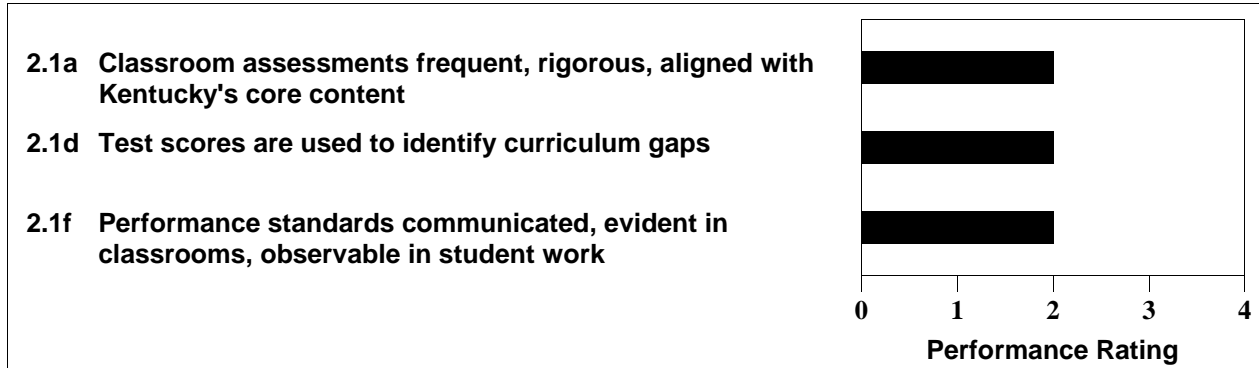


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2.1 Classroom Evaluation/Assessment

Academic Performance

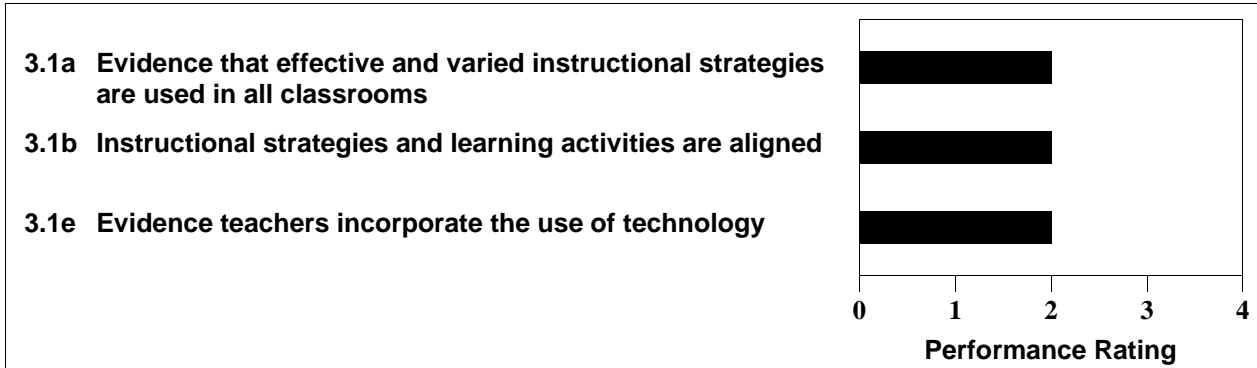


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3.1 Instruction

Academic Performance

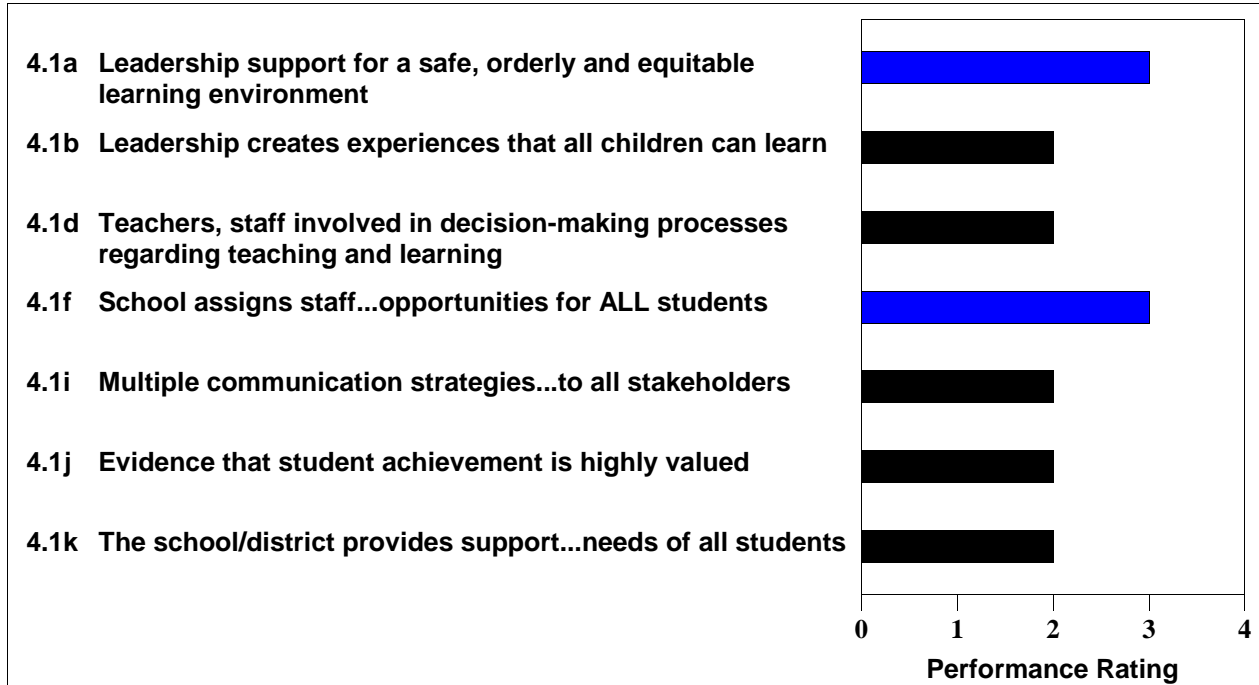


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4.1 School Culture

Learning Environment

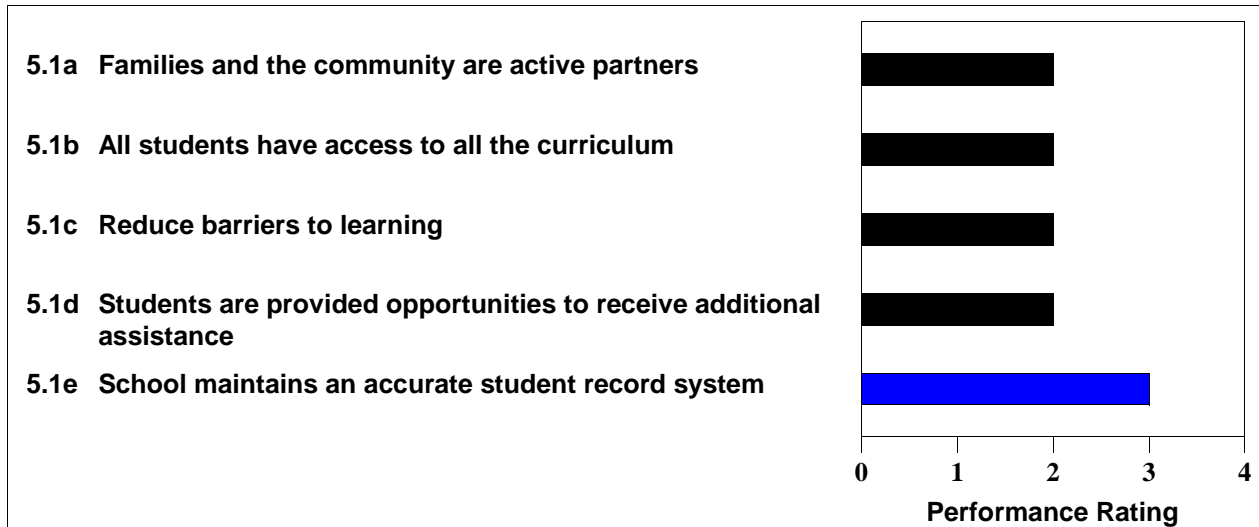


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5.1 Student, Family and Community Support

Learning Environment

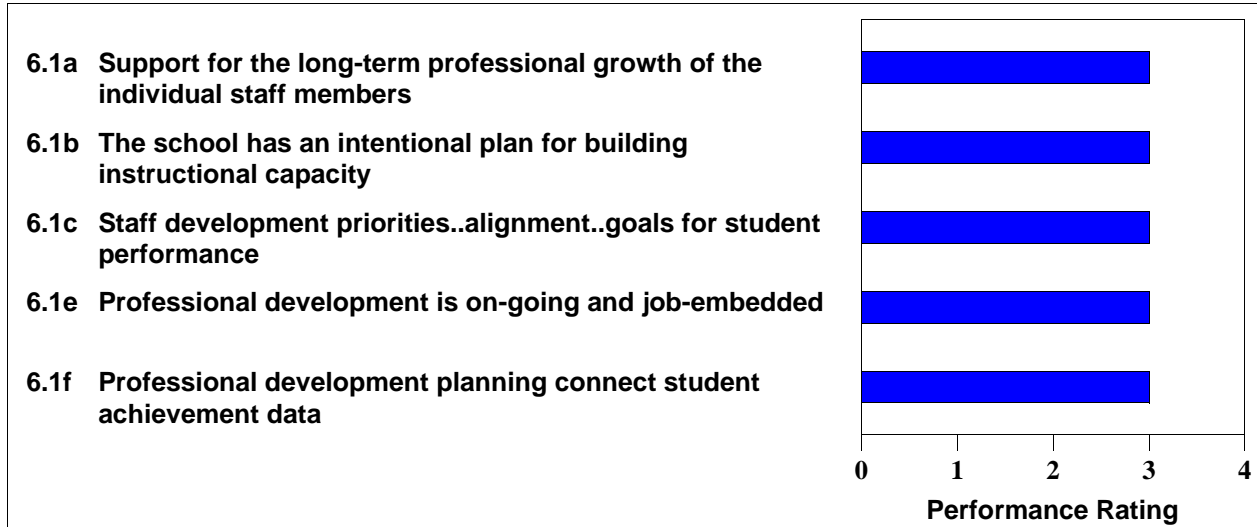


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6.1 Professional Development

Learning Environment

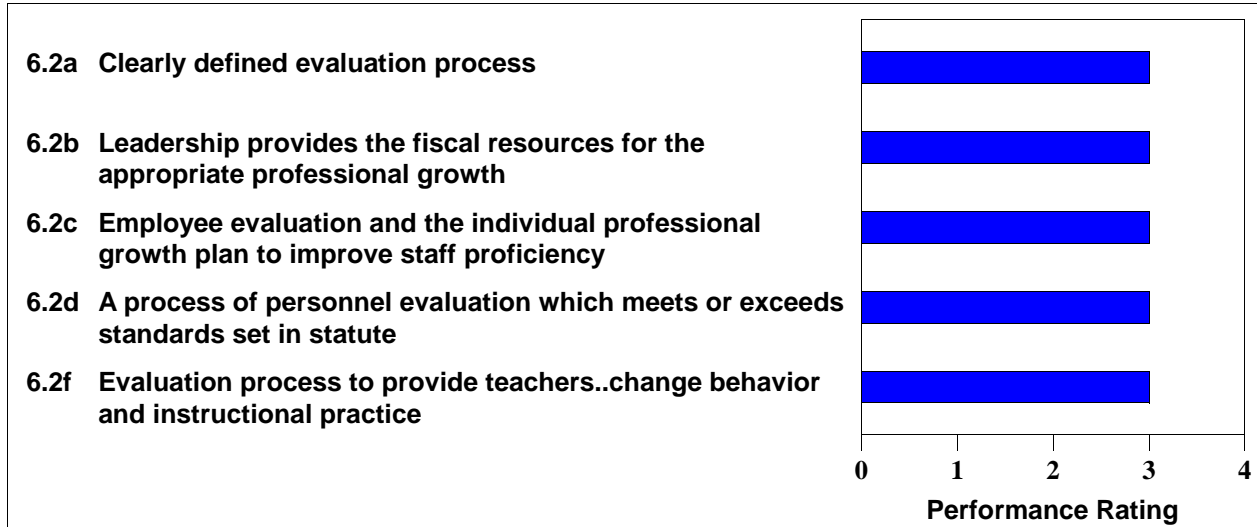


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6.2 Professional Growth and Evaluation

Learning Environment

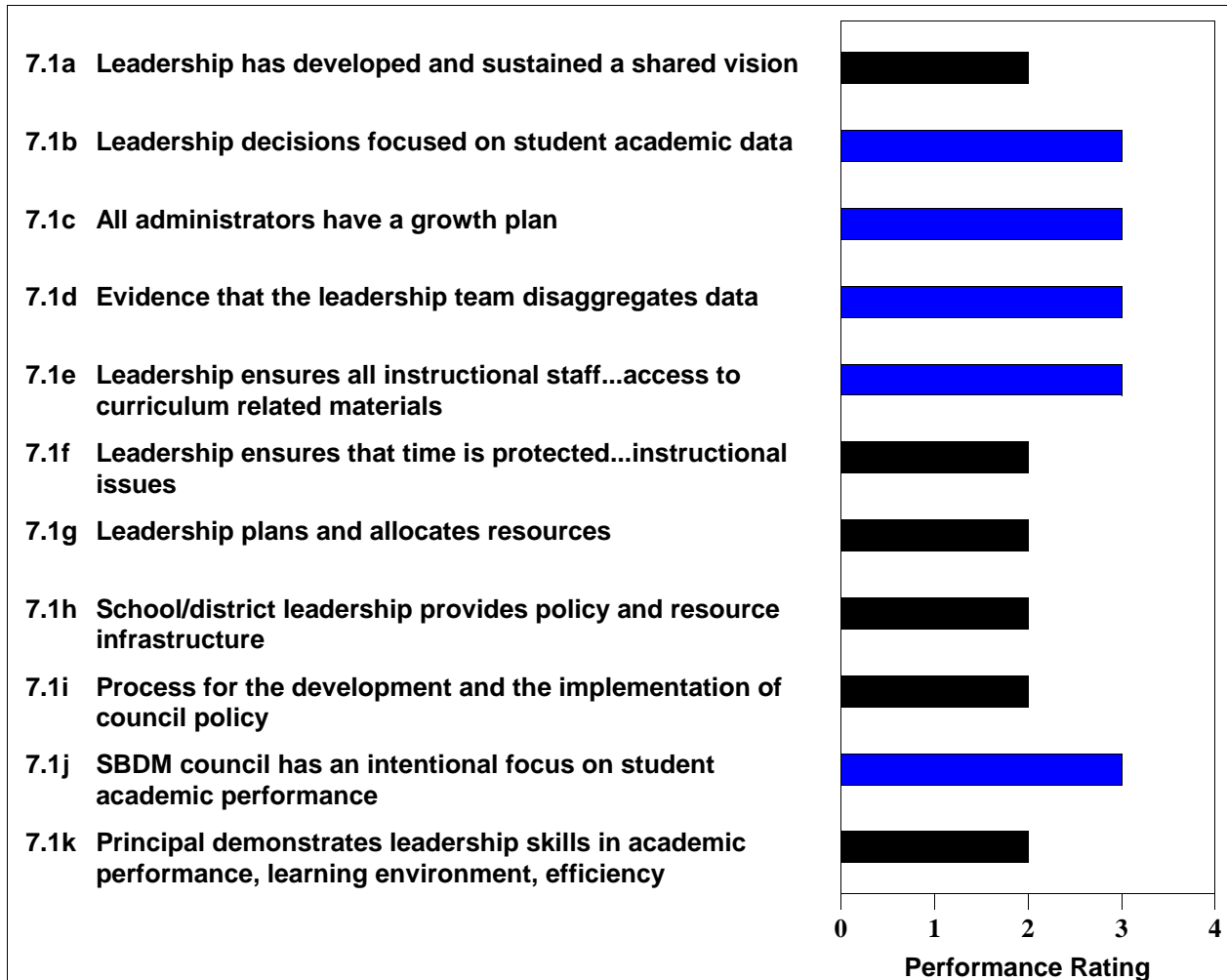


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7.1 Leadership

Efficiency

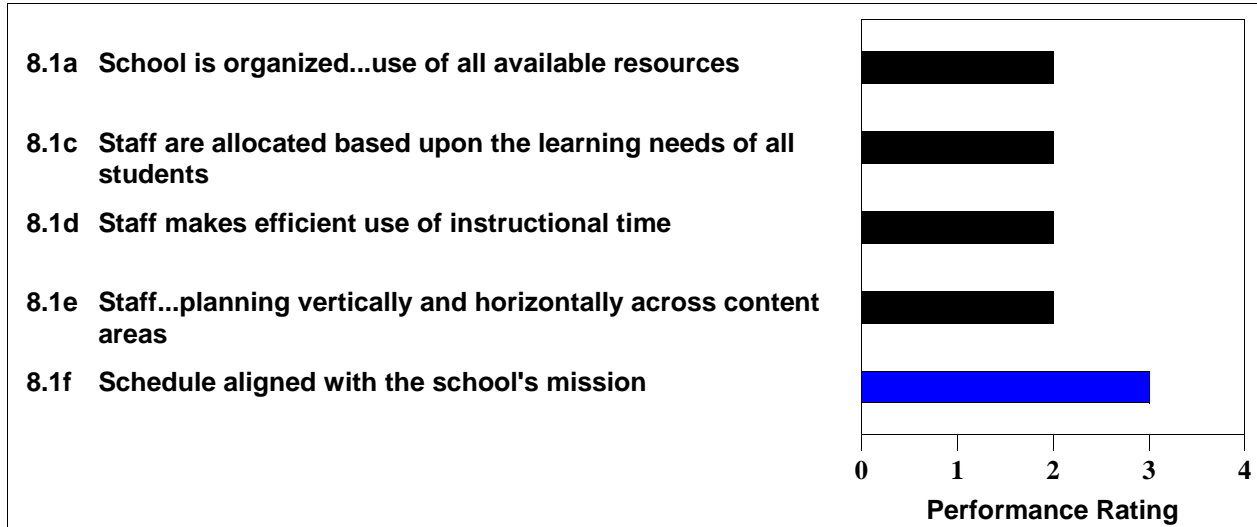


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8.1 Organization of the School

Efficiency

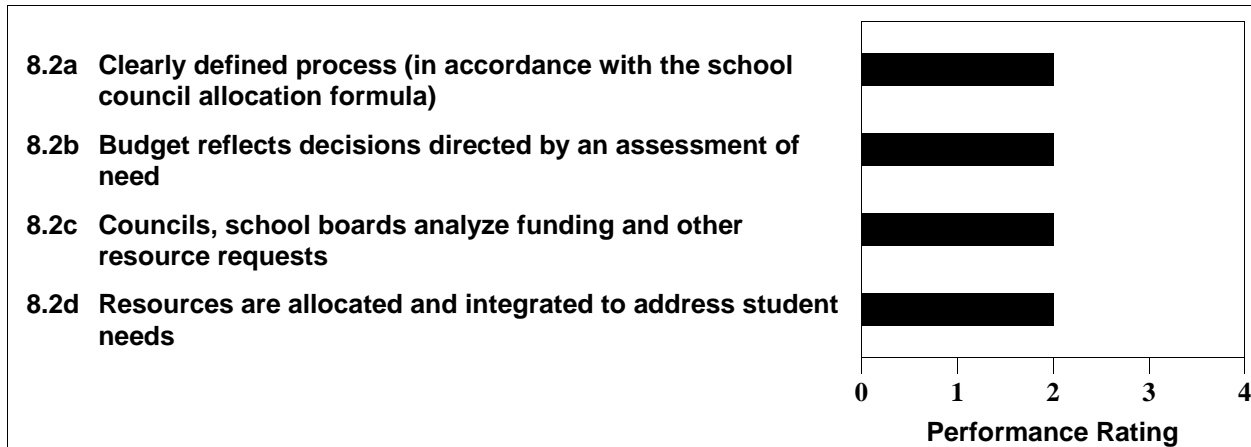


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8.2 Resource Allocation and Integration

Efficiency



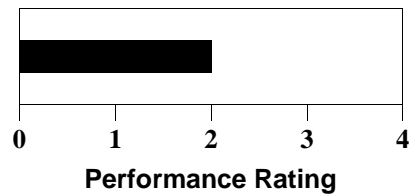
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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



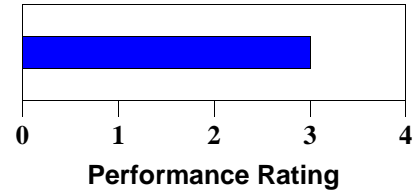
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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



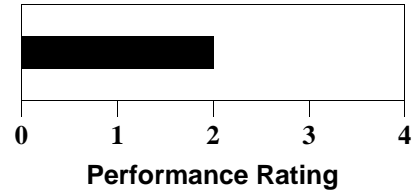
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



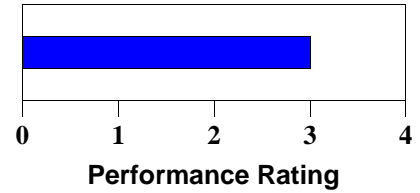
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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

